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ABSTRACT

This study examines the problem of high school students as future leaders entering the adult world unprepared in the areas of global and international issues. The study was conducted with 145 students, teachers, and administrators in a private high school with university affiliations in a large suburban area. Eventually two students became the central focus for the stated practicum outcomes. The goal was to increase student awareness of critical global and future issues that would lead to an appreciation for the interdependency among nations and raise tolerance levels for differences in others. A mini-course in global studies was designed based on global issues least addressed in the school. Telecommunications were established to link students to other students around the world to enable group discussions and project exchanges for students. Electronic mail, study kits, simulated role playing, and current topics of global consequence were used to instruct students on world trade, world hunger, international business, environmental protection, energy, and nuclear proliferation. The results showed an increase of student awareness of global issues and students were motivated by using telecommunications as a part of the mini-course requirement. Appendixes include the student questionnaires, student quiz, and computer ethics and security agreement. Contains 23 references. (EH)

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INCREASING STUDENT AWARENESS OF GLOBAL AND FUTURE ISSUES THROUGH A SECONDARY LEVEL MINI-COURSE

by

Dianna K. Decker

Cluster 62

A Practicum I Report Presented to the
Ed.d. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University

1995

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Patricia L Grilli

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February 9, 1995

This practicum report was submitted by Dianna K. Decker under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved: Paul Borthwick

4/26/95

Date of Final Approval of Report

Paul Borthwick, Ed.D., Adviser

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ABSTRACT

Increasing Student Awareness of Global and Future Issues Through a Secondary Level Mini-Course. Decker, Dianna K., 1994: Practicum Report, Nova Southeastern University, Ed.D. Program in child and Youth Studies. Global Awareness/Secondary Instruction/Global Education/Interpersonal Communication/Telecommunications.

This practicum addresses the problem of high school students as future leaders entering the adult world unprepared in the area of global or international issues. The goal of this practicum is to increase student awareness of critical global and future issues which would lead to an appreciation for the interdependency among nations today and raise tolerance levels for differences in others.

A mini-course in global studies was designed based on global issues that were least addressed in the writer's school. Telecommunications were established to link students to other students around the world for the purpose of group discussions and project exchanges that would be meaningful for students. The writer utilized electronic mail, study kits, simulated role playing, and current topics of global consequence to instruct students on world trade, world hunger, international business, environmental protection, energy, and nuclear proliferation. List servers and electronic bulletin boards were utilized to post requests for participation and discussions.

The results of this practicum show that there was an increase of awareness of global issues on the part of the students and that students were highly motivated by using telecommunications as a part of the mini-course requirements.

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CHAPTER I

INTRODUCTION

Description of Community

The setting for this practicum was a private high school in a suburban area whose surrounding population is approximately three million. The high school is an affiliate of a university, was established in 1963 and attracts students of many geographic locations and academic abilities. There are 323 students in the high school, 289 of which are Caucasian, 10 African-American, 16 Hispanic and eight Asian-American. The tuition for this private school is $7500 per year, which is prohibitive for many minority group members and thus the reason for the low number of minority students. There has been an attempt to increase the number of minorities and a limited scholarship program based on need is offered.

The student mobility rate or attrition of this institution is 12%, there is no incidence of student drop out, and 100 % of the students indicate immediate plans for further education. There are 28 full-time teachers, all required to become certified by the state within two years of employment with the high school. Seventeen of these teachers hold master's degrees, and three hold doctoral degrees. The school is categorized as a college preparatory school and was one of only 218 schools throughout the country to be honored as an exemplary school for the 1988-1989 school year in the National Secondary School Recognition Program.

Unlike public schools, the high school students of this institution are not limited by zones or districts. For this reason,

a demographic explanation of the surrounding community has no bearing on the profile of the high school students and would be irrelevant for the purposes of this practicum. The majority of students live within five miles of the high school site, the farthest student travels 15 miles. The vast majority of the students' parents are working professionals whose background brings them from states other than the one in which they now reside.

Admission requirements for students include an application, all previous standardized test scores, recommendations from two teachers, and a personal interview. The two recommendations are required from a former math teacher and a former English teacher. The recommending teachers are asked to rate the student on academic ability, initiative, independent work and study habits, conduct, courtesy, respect for others, emotional stability, parent cooperation and support, and awards or recognitions. The personal interview is conducted by one director of the school and later, all directors meet as an admissions committee to consider the applicant. Upon admission, the student is given a battery of tests, the results of which are used to place the student.

Those involved in this practicum were the author, 145 students for the initial survey, administrators, and public school teachers interested in increasing student awareness of global concerns. There were approximately 10 students in the high school who had initially indicated an interest in the implementation for this practicum. Eventually only two students became the central focus for the stated practicum outcomes. Administrators were involved in the practicum to the extent that they worked closely with the writer to assist in arranging a site for the implementation phase of the practicum. The writer initiated inservices and conference presentations to public school teachers in an effort to disseminate information gathered from the practicum.

Writer's Work Setting and Role

The writer is currently employed as a graduate fellow for a one-year term in an institute of higher education. The writer is also a certified teacher in foreign language (Spanish) and holds a master's degree in multilingual/multicultural education, with eight years' teaching experience in public school systems. The past professional experience of the writer includes three years in elementary bilingual classrooms and five years in secondary foreign language (Spanish) classrooms. The writer holds teaching credentials in two U.S. states and has taught in three U. S. states, all three states having the nation's highest populations of Spanish speakers.

The writer's role for this practicum is that of visiting instructor. The administration and faculty in the proposed workplace were made aware of the writer's doctoral completion requirements and expressed a need to increase student awareness of global concerns at their school, and they showed enthusiasm in providing a site to implement this practicum. The responsibilities of the writer included preparing all course materials, teaching , setting standards for achievement of credit, evaluating student performance, and submitting student grades in the proper manner. The writer thus had a powerbase to initiate and complete the proposed practicum.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

By the nature of the financial ability on the part of a student to attend a prestigious private school, the students involved in the practicum were advantaged and had strong potential to become leaders in the community, the nation and even the world. Yet, students of this high school felt unprepared in the area of global or international issues. Students indicated they were consumers of media, but were unaware of current issues and trends. The majority of students thought they were very tolerant to differences in others while some students thought they were only somewhat tolerant of different peoples and cultures. As future leaders, these students needed a broad base of information upon which to develop in the areas of global issues, cultural tolerance and media consumption.

The problem of students being unaware of global issues had not been solved because global issues in this setting have been viewed as a separate course instead of an integral part of the core curriculum. The connection that studying and being aware of global issues yields a more responsible citizen in the real world seemed to be fragmented. The practicum work setting treated global concerns separately by offering a global issues course in the freshman high school year only. Little if any effort had been made to teach students that global issues can concern subjects like math, science, language, music, art, and social studies.

Problem Documentation

In order to gather information concerning the attitudes and knowledge of students about global issues, the writer devised a student questionnaire on global issues and awareness (see Appendix A) and randomly administered the instrument to 145 members of the student body, grades 9-12. The results of the questionnaire showed that students themselves did not feel prepared to function as young adults in the world today, considering world economics, national interdependency and global free trade (see Table 1). More than one-third of the respondents could not list *any* global issues or could not differentiate between national (U.S.) concerns and global concerns. The students also showed a lack of tolerance toward differences in others. Three percent felt they were not very tolerant of other cultures, but 36% felt they were only somewhat tolerant of other cultures. Almost all students (94%) agreed that it is important to learn about people in other countries in order to preserve peace, maintain world order and survive economically.

While 74% of the students said they read the newspaper, only 46% knew what NAFTA (North American Fair Trade Agreement) stood for and only 1% knew what GATT (Global Agreement on Tariffs and Trade) stood for. One-third of the students said they listen to the evening news regularly, while 39% said they listen to it sometimes. However, only 37% of the students knew where the 1994 Winter Olympics had been held, but 72% knew where the 1996 Summer Olympics were going to be held.

On the topic of nuclear disaster, 5% of the students said they thought about it often. Half of the students said they thought about it occasionally, and 40% of the students admitted that they never think about nuclear disaster.

Table 1

RESULTS OF STUDENT QUESTIONNAIRE

Questions	Answers
Do you think that you have been instructed in international matters in your 12 year school career?	Yes 58% No 46%
Do you feel you are adequately prepared to function and compete in the world today considering world economics, national inter-dependency and global free trade?	Yes 41% No 59%
Do you believe you are tolerant of other people and cultures?	Very 60% Somewhat 36% Not very 3%
Do you believe it is important to learn about other people in other countries in order to preserve peace, maintain world order and survive economically?	Yes 94% No 3%
What do the initials NAFTA stand for?	46% Answered correctly
What do the initials GATT stand for?	1% Answered correctly
Do you read the newspaper?	Yes 74% No 25%
Do you listen to the evening news?	Yes 30% No 28% Sometimes 39%
Where were the 1994 Winter Olympics held?	37% Answered correctly
Where are the 1996 Summer Olympics going to be held?	72% Answered correctly
How long do you think the earth's oil resources will last if humans continue to utilize oil as they do now?	50 years, 33% 100 years, 23% 150 years, 12% more than 150 years, 17%
What is ISO 9000?	None answered correctly
What is the population of the world?	30% Answered correctly

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When asked how long the students thought the earth's oil resources would last if humans continue to utilize oil as they do now, 8% said the oil resources would last only 20 years. One third of the students said that the oil resources would last 50 years, 23% of the students thought it would last 100 years, 12% said it would last 150 years, and 17 % thought the earth's resources would last more than 150 years. Scientists project that the earth's oil resources will last for approximately 100 years, so one-third of the students have overestimated how long oil resources will last and just as many underestimated how long oil resources will last.

No student knew what ISO 9000 is (the International Standard Organization of Geneva's trendy total quality management tool for all international businesses). And lastly, less than one-third of the students responding to this questionnaire knew the correct population of the world today (5.5 billion).

Seventeen teachers in the proposed workplace responded to a survey conducted by the writer to find out which areas of global issues were included in their specific subject curriculum and taught in their classrooms (see Appendix B). The topics that nine or more teachers included in their instruction were cross cultural communications, social inequality, women's rights, human rights and prejudice and discrimination. The topics that were taught by only three or less teachers in their instruction were food and world hunger, UNESCO and other United Nation's agencies, nuclear disasters, world trade theories, international marketing, environmental protection and imports and exports (see Table 2).

Fifteen of the teachers surveyed expressed global or international education as an important idea and something schools should do more about. Six of the teachers felt that global education was something their school did well, and seven of the teachers felt

Table 2

RESULTS OF TEACHER QUESTIONNAIRE

Questions	Answers		
Check all of the itmes that are included in the curriculum that apply to the classes you presently teach.	Cross cultural communication - 9 Prejudice and discrimination - 10 International marketing - 3 United Nations/UNESCO - 2 Terrorism/conflict/violence - 7 Environmental protection - 2	World health - 5 Social inequality - 9 Women's rights - 10 Imports and Exports - 3 Nuclear disasters - 2 Future studies - 3	Energy - 4 Human rights - 10 Racism - 8 World Economics - 4 Food/World hunger - 2 World Trade theories - 2
Check the items that apply to global education	An important idea - 15 A dangerous idea - 0 An overdue idea - 6 An unnecessary idea - 0 Something our school does well - 6	Something our school does somewhat - 7 Something our school does not at all - 0 Something schools should do more about - 5	Something schools should do a little more about - 5 Something schools need do no more about - 0
Check all the types of resources used in your classrooms.	Sister city programs - 0 Local community persons - 6 Newspaper/periodical - 11 Foreign students - 5	Telecommunications - 3 Educational television - 8 College/university faculty - 3 World affairs councils - 0	CD-ROM - 5 Video tapes - 4
Check the following subjects that are offered in your school.	World cultures - 14 World history - 16 Asian/Pacific studies - 3 Western European studies - 9	Soviet/East Europe studies - 3 Latin American studies - 3 World geography - 12	International relations - 6 Current events - 16 African studies - 3

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that global education was something their school did somewhat. No teacher suggested that global education was a dangerous idea or an unnecessary idea, and no teacher felt that global education was something schools need not do any more about.

When asked about resources used in their classrooms, 11 teachers said they used newspapers or periodicals. Eight said they used educational television. Six teachers used local community persons and five used CD-ROM library materials, video tapes or foreign students. Less than five teachers used telecommunications or college/university faculty, and no teachers used sister school programs.

Finally, in a personal interview with the assistant headmaster of the high school, the topic of student experience in debates was one that the administrator thought the high school should do more about. Students experienced in debate was considered to be important for leadership skills by the administration, but not covered extensively in the existing curriculum.

Causative Analysis

The causes for the problem of students being unaware of global and future issues are due to a limited amount of instruction in global and future studies, geographic isolation from direct influence on the U.S. (except for Mexico and Canada), textbooks that are often erroneous and lag behind some two to three years in world events, and the lack of teacher preparation in the area of international topics and world issues. Other reasons for students being unaware of global issues focus directly on the students - their indifference toward the value of education, other matters taking precedence in their lives and egocentric stages of adolescent development.

Students who are graduating from high school unprepared to function in the world and with intolerance toward cultural differences are the result of education curriculums that do not include or integrate adequate studies of a global or international nature. While the writer's proposed implementation site does offer a separate course in global studies to ninth grade students, by the time those students graduate four years later, the knowledge and the importance of global knowledge has diminished. This private institution can afford to offer at least one course in global studies to ninth grade students, and this is certainly better than none. But the majority of public schools, due to paucities of funds and other curriculum priorities, do not make global or international studies a top concern in the curriculum.

The United States is situated geographically such that direct influence from foreign countries (excluding Mexico and Canada) is minimal. Compared to Europe, for example, the United States is continentally bordered by only two countries, while 15 countries in the European occupy less than the square mileage of the U.S. A tolerance for different ways of life comes about from being near the influence of another culture and having it directly affect one's life. Many students find it difficult to understand how culture, class structure and economic situations affect the individual from one society to another (Reichenbach & Reichenbach, 1991). They can read about it and see pictures, but are not personally affected. Students in the United States are relatively isolated from the direct influence of foreign countries geographically, however many foreign students and minorities bring their rich influences to the U. S. student via the education system. Unfortunately, tuition prices in a private school like the proposed worksite can be prohibitive for minorities and students from foreign countries. This lack of direct influence is one of the causes for student intolerance toward others

who are different in the proposed work site. Students lack personal experiences with someone from a different country, culture, or society.

Textbooks by the very nature of the time it takes to write, edit, print, bind and market them lag behind some two to three years. In 1994, the most current texts available are based on 1992's information, at best. Textbooks have also often been erroneous and ethnocentric in the past. Many courses in public schools today still utilize textbooks as their central means of instruction. Many texts lag up to three years, contain errors about culture, languages, and distant peoples, and concentrate only on one ethnic group, and, unless corrected, this is the information that students are receiving. The high school used for this practicum implementation functions on the notion that a textbook does not a good course make. Also, students in the worksite purchase textbooks from the affiliated university bookstore yearly, so the problem is not as great as the textbook problem that confronts public schools. Public school textbook renewals occur every five years. While textbooks are used in the high school, a multi-text approach is encouraged, as well as is a multi-media approach, but again, textbooks lag two years behind current events.

Only 5% of the teachers in America have had any academic preparation on international topics or issues (Hornstein, 1990). Many states in America do not require global issues courses or any type of international studies as a requirement for the issuance of teaching credentials. If teachers are not instructed on international topics, then they are not prepared to integrate global studies into their classrooms, and this is yet another cause for the problem of students not being more aware of global issues and concerns.

The moral judgment stage of a high school student is important in analyzing their development of virtues like those necessary to care about the topics included in global issues. Learning about international issues requires the desire to understand others, comprehension of the roles and issues of democracy and authority, and the development of duty and responsibility. Young adolescents are at different stages and some are capable of higher levels of moral decisions, while some are only capable of lower levels. At lower levels, only important people's lives are valued, but at higher levels, all life is equally valuable (Hunkins & Ornstein, 1993). These stages of development will have a significant effect on the student's level of awareness of global issues and tolerance of differences in others. The high school for implementation was no exception to normal adolescent development.

The writer has examined the lack of global studies in the education curriculum, as well as in teacher education, the lack of current and correct information in textbooks, the geographic isolation of America and low stages of moral development in adolescents. These are all causes or the problem of high school students who are potential leaders, yet unaware of global issues and unprepared to function as adults and future leaders in the world today.

Relationship of the Problem to the Literature

The relationship of this practicum's problem to the literature reveals that there is a national effort which addresses the need for students to be prepared to function in a global society. America 2000 was established in 1986 and aims at educating people for change. Goal 3 of America 2000 states (Office of Research, 1992):

> By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

The writer's state has answered the nation's call to educate people for change by introducing school accountability and an education blueprint of goals to be reached by the year 2000. The mission statement of the state's school improvement plans for 1994-1995 declares that every student will experience a kind of education that will result in that student having the opportunity to be successful in a global economy and a changing social structure and to be a contributing citizen in our democracy (Florida Commission on Education Reform and Accountability, 1993).

The private high school used for implementation of this practicum is not under the mandates of state legislation, but does adhere to requirements by the educational accreditation agency in the southern United States. The mission statement and goals of the high school focus mainly on the individual students; their learning styles, self-image, encouragement, communication within the home, school and community, and an excellence in teaching and learning. The mission statement does allude to global studies by saying that students will be prepared for college and real life by acquiring skills and ethics necessary for success in twenty-first century America.

In addressing the America 2000 goal of "students using their minds well", some experts say that the purpose of social studies or

the study of world issues is to critically examine American institutions and policies (Nelson, et al, 1994). However, it is shown in the literature that students' knowledge of current events through social studies is filtered through newspapers and news broadcasts, which does not lend itself to any depth of intellectual inquiry or critical analysis on the part of the student. Many teachers use class discussions to examine current global issues, but do not require students to conduct research activities or enter into debates. And, because of media stereotypes, students tend to have false perceptions of the world, past and present. It is shown in the literature that students have had limited opportunities to think for themselves due to lack of specific information that is gleaned only from research and critical analysis. This narrow frame of mind leads to what one author says is a "quasi-environment" that exists between people (in this case, students) and the real environment (Richburg et al. 1994, p. 28).

There is also great concern in the American business and overseas commerce sector that students as future employees be more prepared to conduct business overseas. The United States is concerned about maintaining its competitive position in the world economy. One concern the U.S. has today in the business sector is that it has manufactured products in the past for export based on American tastes and consuming habits, as opposed to studying the tastes and habits of the target foreign markets. Negligence in the form of American egocentrism which ignores the market habits of target consumers or omits feasibility studies, of course, results in failed attempts to sell American products overseas.

The corporate world is coming to realize the importance of entering a global frame of mind for marketing U.S. products. It is a "borderless" world in terms of industry, tourism and finance, but not without carefully planned feasibility studies and a knowledge of the

target market. Corporations are looking for students who have had experience in simulated feasibility studies for overseas exports and classroom experiences in international marketing. Business is the second most popular area of anticipated study for the nation's graduating high school seniors, as it is for the worksite used for practicum implementation.

U.S. corporations realize how much revenue is at risk in foreign markets. Every $1 billion in exports equals 20,000 jobs for the United States (Gergen, 1991). Some companies have developed human resource teams and management-exchange programs overseas to learn about the culture's attitudes and beliefs in order to better negotiate and communicate with them (Soloman, 1993). Americans have been generally viewed as poorly prepared to deal with foreign businessmen socially and technically. One in five U. S. jobs today depends on international business, and the writer's state is one which international makes up a majority of all business. So, students who have been exposed to the study of other cultures and those who have a global vision certainly have an advantage in the competitive job market today.

One common concern among all world nations is (or certainly should be) the issue of environmental standards. In light of new world trading orders, there can be severe environmental consequences on the earth. It is shown in the literature that schools consider it appropriate to examine events that have the potential to alter the world, particularly if it alters climates, disturbs agricultural production worldwide, or forces mass migrations of people and in some way affects lives of people in all parts of the world (Nelson et al. 1994). Awareness of the need to protect the earth's environment is of extreme importance for the future and for future generations. Concern for the environment and the need for adherence to world standards brought about the creation of the World Bank, the

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International Monetary Fund (IMF) and the Global Agreement on Tariffs and Treaties (GATT). Future world adults (now in high schools and middle schools) must continue the efforts to sustain development while abiding by and creating effective environmental protection standards or suffer the potential loss of their home planet.

American high school students, like everyone else, cannot disengage themselves from the rest of the world. Americans confronting a crises here in the U. S. turn inward for a while, but the world eventually demands attention again. Peacekeeping experts struggle with determination to maintain world order, sometimes only through toughness and force. It will be the faces of the high school and middle school students of today who will be representing America in future military endeavors of the armed forces. Youth today have a vested interest in world peace. Recent studies have found that nearly all state education social studies supervisors believe that alternatives to war should be taught in the public schools (Lewinski, 1990). It is the hope of our brightest young people that we should develop progress towards peace which brings out the best in people, building on what we as global citizens have in common, and keeping in mind the responsibilities we have toward one another. As John Lennon envisioned, "Imagine all the people, living life in peace...".

The writer has found in the literature that the nation and the writer's state are committed to preparing students to function responsibly in a global society. The high school used for this practicum implementation envisions students acquiring skills necessary for success in twenty-first century America. Teachers agree that the United States needs citizens who are capable of critically analyzing, synthesizing and evaluating issues facing a world that is becoming more socially and economically interdependent. The business sector supports global education on the presumption

that persons who enter the job market with a solid global vision, headed for a career in business will be better prepared for international possibilities. With regard to literature on the environment, the earth is the only home to the human race, and protecting it from destruction must be a priority for future generations. Finally, students with a background in international issues are more capable of carrying on the crusade for world peace through knowledge and understanding.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes are projected for this practicum. The first expected outcome of this practicum is that all students involved in the implementation will be able to differentiate between national (U.S.) concerns and global concerns. All students are expected to obtain a score of 90% on a quiz asking students to differentiate between national and international or global concerns (see Appendix C). Based on the initial questionnaire, many students listed concerns of national interest instead of global concern, or could not list any global issues.

The second outcome the writer proposes is that all students will be able to list and prioritize in their opinion the three top global concerns. All students will be able to support their opinions of global issue priorities with facts, data and resources. The students involved in the practicum are expected to complete eight of 10 items on a checklist evaluating the final United Nations assembly debates (see Appendix C). In preparing for the UN debates, students are expected to become thorough consumers of media, not only newspapers (the sports page or horoscope) and ESPN, but government publications, internet bulletin boards, feasibility studies, journals and CD-ROM's. Furthermore, students are expected to demonstrate a thorough investigation of several global and future topics, thus expanding their academic inquiry and information gathering skills.

The third expected outcome of this practicum is that students will feel more prepared to function as adults in tomorrow's world.

Eight of the 10 students originally interested in the course are expected to demonstrate feeling more prepared in the area of world issues and future concerns. Student attitudes and feelings of world concerns are to be measured by a questionnaire which asks students to rate statements relating to knowledge and skills they have gained as a result of this course. It is the hope of the writer that as a result of this practicum, students will become more confident as adults entering into world economics, into the interdependency of nations, and into global free trade. Knowledge conquers fear, and the more these students know about the world around them, the less they will have to fear. Students are expected to express feeling more confident and better prepared to function in the world with a solid base of information on global issues and information gathering skills.

The fourth outcome expected by the writer is the students' demonstration of positive attitudes toward other cultures and other ways of life. At least eight students are expected to react to a simulated culture in descriptive terms rather than evaluative ones. The measurement tool is a written reaction of the dynamics of an alien culture. The writer anticipates that students will realize that how people do things can be described in a factual, non-evaluative way. Students are expected to hopefully realize that when people are brought together for a common task or concern that is important enough to them, differences in tastes, culture, or habits become less important.

Measurement of Outcomes

The evaluation tool for outcome one, determining the student's mastery of differentiating between global and domestic issues, was a quiz containing 5C issues (see Appendix C). Students were asked to place each issue in the category of national or global. The issues on the quiz are the actual issues that students submitted on the

initial questionnaire as their three most important global concerns. The quiz was administered at the end of the practicum implementation, and students were given 15 minutes to complete the quiz. The instrument was devised by the writer based on the myriad of topics that were submitted on the initial questionnaire when students were asked to list the three most pressing global concerns today. Many students listed issues of a national or domestic nature. The writer used the instrument to ensure that students could differentiate between a global concern and a domestic concern.

In assessing the opinions of the students' prioritized global issues (outcome two), emphasis was placed upon the supporting evidence of the issue, not the opinion itself. Evaluation by peers and the writer on the students' preparedness or ability to persuade was part of the assessment. Criteria for evaluation was supposed to be in the form of a checklist (see Appendix D) and outcome of final United Nations assembly debates. The checklist was used not only as an evaluative tool, but also as a guide for students to demonstrate what performances constituted specific grades. The items on the checklist addressed in detail the requirement on the part of the students of a solid knowledge of the issues presented, specification of the problems facing the nation in a position paper, and the inclusion of alternative policies and recommendations on the issues. Also, the checklist included determining whether students had gathered accurate, current and country specific material, not just generic information on scenario issues. In addition, the checklist addressed the degree of the students' persuasion in the debates, negotiation strategies, achievement of the delegate's goals, portrayal of authentic diplomacy, and a reflection of the real world.

The third outcome was evaluated by means of a questionnaire (see Appendix E), much like the initial questionnaire administered before the practicum implementation. The questionnaire contained some

statements relating to specific information on how the students' thoughts and feelings toward global awareness had changed as a result of the knowledge they acquired throughout the course. Students were asked to rate their reactions to the statements on a scale of one to five (Likert Scale). Three questions contained open-ended sentences in which students commented on conflict resolution and changes in their own thoughts regarding international issues. Each question was assigned to one of four groups - strength in research abilities, degree of comfort abroad, abilities to resolve conflict, and increase in global awareness. The points given to each category by the students were summed. The questionnaire was used because it measured the attitudinal change of the student and any growth in research skills or interpersonal communication. Students were permitted as much time as necessary to complete the questionnaire, and the questionnaire was completed during the last class meeting.

As an evaluation of attitudes toward different cultures (outcome four), the students were presented with video tape of a simulated culture called the Alpha Culture Simulation that the writer borrowed from a fellow teacher. After observing the way the culture functioned, students were asked for their reactions to the culture and its dynamics. Students were instructed to describe in an essay their reactions to the video. The essay was used as an evaluative tool because the writer could then determine by analyzing the words used in the essay whether the students' reactions to the culture were evaluative or descriptive. This activity occurred as planned, during the third month, third week. Students were given the opportunity to share their reactions with each other for paired discussions.

Mechanism for Recording Unexpected Events

The writer kept a weekly journal and noted all unanticipated effects the practicum had on students. In addition to the writer's

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journal, students were required to maintain a portfolio or a systematic and organized collection of their work to monitor growth of their knowledge and skills. The portfolio's purpose was for the writer to examine growth, but more importantly, it was for the students to be able to see any changes in themselves from the beginning of the practicum to the end. This portfolio was not used in the outcomes evaluations, but was another tool by which the writer could determine any unanticipated outcomes that had developed in the course of the implementation.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem was that high school students about to enter the adult world felt unprepared in the area of global or international issues. There was strong evidence of feelings of national isolation, indifference towards other nations, and intolerance of differences in tastes and customs. Solutions to this problem that other schools have tried are infusing global content into existing courses, offering a course in international trade and marketing, developing simulations of the structure of foreign societies, offering workshops for teachers, and initiating programs such as study abroad programs, faculty exchange programs and professional development programs. In addition to these resources, many private corporations have published study kits on global issues for use in the classroom to increase student awareness of international issues.

Many programs are under way in other countries to internationalize education. In New South Wales, Australia, schools have begun teaching a multidisciplinary course in Society and Culture for grades 11 and 12. The first unit is "Coming of Age in Today's World" and the final unit is "Looking Ahead to Tomorrow's World." In Canada, global education has become a priority. Much funding is available and the Alberta Global Education Project helps teachers learn, then teach about critical issues facing humanity. The project utilizes workshops and courses designed for and by teachers. The focus is that global education is a particular perspective to be

infused into existing curriculum, not a new subject to be added to an already heavy curriculum. Follow up studies show that there is an interest on the part of the teachers who have attended workshops and courses in globalizing their classrooms (Tye & Kniep, 1991).

In Virginia, a high school teacher developed a course called "International Business" to acquaint the college-bound student with career opportunities in economics, marketing, finance, the foreign service and exporting. The curriculum features concepts of economics, principles of marketing and trade theories, all in an international framework. Some of the course content was very complicated, and the teacher had to adjust the material in a way that students were able to grasp easily. An overseas field trip is included as an activity of the course. The first year's trip was cancelled due to concern for terrorism aimed at Americans during the Persian Gulf War, but the following year's trip to the Dominican Republic was a success and an incredible experience for the students. The teacher contends that one cannot understand a third-world country until one has been there (Leftwich, 1991).

Another activity in the same International Business course is the concept of developing internships with community businesses. The teacher admits that arranging internships takes a lot of time to set up and monitor and it is harder than arranging cooperative work programs because students are not paid and have less incentive to take a job with no pay. However, according to several of the students, there is a lot of payoff. Students say it is interesting and it ties in with other classes. Students unable to intern are required to interview and prepare reports on people in international trade (Leftwich, 1991).

In an answer to increasing numbers of diverse ethnic populations in schools, a school in New Jersey has developed several techniques in increasing multicultural sensitivity. Parents are offered a

training session in specific ways that they can encourage children's appreciation of other cultures. A human-relations committee including parents, faculty, community members and students was formed to promote understanding among different groups in the community. In addition, the school has required workshops to build teaching understanding and cultural sensitivity skills that they can use in the classroom (Roberts, 1992).

Description and Justification for Solution Selected

Concerning the solution discussed earlier on integrating global education in the existing curriculum, the writer believed this to be the most economical and intelligent way to increase student awareness of global issues. The writer still endorses the notion that global studies should not be taught as a separate subject, but rather integrated into the core subjects. Unfortunately, the writer did not have the power base or authority to implement such a plan. If, however, the author is ever in a position to design and implement curriculum changes, integration of global education into existing core subjects will be a top priority.

The solutions of developing staff workshops, parent training and human-relations committees are all very good ones, but, once again, the author was not in the administrative position to approve such programs. The writer realizes that someone must suggest programs for teachers and parents. The writer is willing to press for attention to these matters and is also willing to assume a global education advocacy role.

The writer considered offering a mini-course to students on global and future issues to be an effective way of increasing student awareness in global matters. With the information derived from the teacher questionnaire, the topics of food and world hunger, UNESCO, United Nations agencies, nuclear disasters, world trade theories, imports and exports, international marketing, and environmental

protection would be global topics covered least by teachers in the proposed worksite and of enough importance to be include in the study of global issues.

Topics relating to trade theories and current issues in recent discussions in Congress are the North American Fair Trade Agreement (NAFTA) and the Global Agreement on Tariffs and Treaties (GATT), which made interesting debate topics. Another topic of interest and importance in relating to other cultures and class structure was a simulation of economics and the role social structure plays in culture dynamics. Also, the Virginia teacher's solution of designing an international business course has merit and the writer implemented portions of the international business concepts in the study of world issues. International business concepts included international marketing, imports and exports and even environmental protection, three of the areas least covered by teachers in the proposed worksite. The idea of offering internships with companies in the community as a part of the international business course was a good one, but the writer had only been in the local area for one month at the beginning of the implementation period and expected to be in the area for only one year. It would have taken much more time than was available to establish and keep internships in the community.

With these ideas in mind, the writer proposed a 15-week mini course that addressed current and future global issues in hopes of increasing student awareness and teaching students to be critical consumers of media. There were 11 topics to cover, which were the topics least included in the current teaching efforts (see Table 2). Each topic was examined and studied in one week except for the international business course, which needed more time, because the writer wanted the students to research a product, set up a corporation, send communications to an international company that manufactures the product, do a marketing strategy and write a summary

report. These are all skills that the business sector indicated as important for potential employment dealing with international business. This extensive study, as estimated, took approximately four weeks instead of one. So, each topic was covered in one week except for international business concepts which took approximately four. The total implementation lasted 14 weeks. The first practicum requires a three month implementation, but the writer needed to fit the mini-course into the time frame offered by the worksite. which was 15 weeks. The last week was to have been devoted to student debates in a mock United Nations delegate assembly. The area of student debates was one that administrators thought the high school could use more of to better prepare students for leadership skills. The exit exams, attitude questionnaire and quiz on differentiating between national and global issues were administered after the debates, on the last class meeting.

The writer established contact with several schools in foreign countries with which students were able to exchange projects. In addition, the writer contacted a company whose business is to arrange classroom contacts with foreign counterparts over the Internet for a fee. The writer offered to include the company's name and services at workshops and presentations during the dissemination portion of the implementation in exchange for a discount on the subscription fee. The president of the company agreed to the proposal, and the writer was granted access to a "world classroom" for the duration of the practicum implementation.

The university affiliate of the worksite provided a computer laboratory with modems that were used for telecommunications. Contact and telecommunication with foreign students was one requirement of this course. The idea was based on the information gained from the teacher questionnaire that no teachers utilized telecommunications or sister schools as a means of resource.

Students kept journals of their telecommunication activities by downloading their communication onto diskettes. The diskettes were used for student portfolios, and telecommunicating served as a first-hand, more personal connection with other cultures and tastes. The students were able to collaborate on topics and projects that they wished to exchange with their foreign counterparts.

The writer was able to utilize telecommunications to give students a more personal experience with a citizen of a foreign country and thus the opportunity to foster positive attitudes toward other cultures. Students wrote an analysis of their own culture, interviewed a person through electronic mail and compared the differences. As a follow up project in the international business concepts portion of the mini-course, students used the information they had obtained on their foreign counterpart, chose a product to market, and projected some marketing strategies to accommodate for differences.

The writer had found several unique and appropriate study kits on trade theories and world hunger published by private corporations to use during the implementation. Trade theories and world hunger were two topics least included in the curriculum by teachers at the high school (see Table 2). One study kit the writer used examined the North American Fair Trade Agreement (NAFTA), trade policies, third world development and U.S. agriculture (Exploring the Linkages, 1991). The writer also ordered a video and classroom kit on the United Nations produced by UNESCO, which the writer used in the mini-course as an example of how a United Nations Assembly operates. A resource on using International Communication and Negotiation Simulations (ICONS) was used as a guide in exchanging projects through telecommunications (Vavrina, 1993). A simulation on Latin American economic culture (Reichenbach & Reichenbach, 1991) was used

to assign roles in a simulation on social class structures and economics.

There were several people in the writer's community who expressed an interest in contributing to student awareness of world hunger. The writer made an effort collaborate with these community members to arrange a week-long study and lecture on global hunger. World Food day was observed during this time, and efforts were be made to involve the entire campus in a canned food drive.

All of these topics and activities in the mini-course contributed to a broad base of knowledge for students as future leaders in the areas of global and future studies. The writer wishes to mention that emphasis was also made on information gathering and the use of various sources of current information to satisfy the students' intellectual inquiry abilities, particularly the advantages of distance library services.

Report of Action Taken

The implementation of this mini-course went, for the most part, as anticipated. Initially, there were 14 students who attended the first class session. This would have been an adequate number to conduct the discussion/group cooperation-based format that the writer had intended. However, the number dwindled to two at the second session and held at two until the end of the course. As a solution to address group activities and the mock UN debate, the writer sought other classes and students electronically, through the Internet. With an electronic "global classroom" format, group discussions and debates were still possible, only with a slight delay involved between discussions (slight, meaning a day or two).

Another concern due to the small number of students was that the planned simulation of Latin American society necessitated a full class of students. The writer networked with several colleagues in the workplace and encountered a social studies teacher who was

willing to permit the simulation to be done during the social studies class.

There was one minor difficulty with the microlab center used as the site for telecommunications. The computer center inadvertently deleted the students' accounts about midway through the course. The erasure was particularly frustrating for the students because they had saved messages, electronic addresses, and projects in their electronic mailboxes. The only things that were salvaged were messages and projects that the students had forwarded to the writer's account for the propose of making a hardcopy for the student portfolio. From that point forward, the students were instructed to forward a copy of all electronic correspondence to be held in the writer's temporary mail folders until the course had ended, so as to retain a copy of everything in case of inadvertent deletions.

A guest speaker, who is an advocate for world hunger and very active in the community, was invited to speak to the class during the study on world hunger. Unfortunately, the guest was unable to attend. Instead, the class members chose to concentrate on the school-wide canned food drive. Other than the aforementioned changes, the implementation went smoothly and as planned.

The objectives for the first week were to introduce students to the global and future studies course and to have students begin corresponding with foreign counterparts through telecommunications. The writer gave each student a copy of the course agenda, discussed it with the students, and asked for any questions. In order to comply with university regulations concerning computer training accounts, the students were required to complete an Academic Computing Account Security and Ethics Agreement (see Appendix F), take it home to have a parent read and sign, and return it to the writer. This agreement explains the importance of password confidentiality, on-line ethics, and securing the computer account.

Students were issued computer accounts upon returning the signed agreements. The next two class sessions were dedicated to familiarizing students with logging on, accessing the electronic mailbox, sending messages and receiving messages. Students were then assigned electronic listservs to join for on-line discussions. Instructions for joining a listserv were given, and students completed the task of subscribing to discussion groups electronically.

During week two, the writer used a packet provided by a private foundation and began a unit on world trade theories. Two class sessions were spent reading Exploring the Linkages (1991). both sides of controversial issues in trade theories were discussed. Students then created and named a country. With information gleaned form the readings and lecture, the next step was devising a development plan for the fictional countries, taking into account external influenced that affected development. Each student then presented the country and the developmental plan to the writer.

The third week was dedicated to identifying major issues about the North American Fair Trade Agreement (NAFTA). Lists were made of benefits and problems concerning the expansion of trade in North America. Students were given the task of gathering literature on NAFTA in trade journals, newspapers and from interviews of local trading companies. Discussions took place in class that addressed the changing policies which mutually benefitted the most people, how to achieve those changes and how to make adjustments for safeguarding the poor and jobless (Exploring the Linkages, 1991).

It was also during this week that students began to respond to electronic mail received in their electronic mail accounts. The writer forwarded various messages and items of interest to the students' accounts to practice in answering, composing, deleting, and saving electronic messages. The students were given electronic mail

addresses of several Canadian students with whom they corresponded about NAFTA.

The objectives for the fourth week were to understand in human terms the struggle for survival of hungry people in the world and to explore the factors causing their hunger. With information from the Hunger 1990 series, students were assigned roles depicting different lives of individuals in Africa, Brazil, and the United States. Discussion then followed on major causes of hunger, how militarizations play a role in hunger, the environmental problems relating to hunger, and the suggestions for U.S. policy changes (Lewinsky, 1990). Originally the writer had planned to have a community volunteer visit the classroom and discuss hunger relief efforts, but the invitee was unable to commit. In lieu of the guest speaker, students devised their own topics on world hunger and discussed the subject with their foreign counterparts electronically.

Week five concerned the evaluation of risks involved in maintaining a stockpile of nuclear weapons and their spread to additional nations, an action known as horizontal proliferation (Zola, 1990). The writer and students researched and discussed the life cycle of nuclear weapons. Students were then given incomplete worksheets on the life cycle of nuclear weapons and were asked to fill in the blanks (Kleg & Totten, 1990). A discussion followed concerning suggestions for reducing or eliminating the hazards of stockpiling. The Nuclear Non-proliferation Treaty was introduced at this point. Students searched electronically for information concerning the treaty. The information retrieved from files in Washington D.C. were used to write a one-page description of the value of the Nuclear Non-proliferation Treaty.

The objectives for the sixth week were to give students an opportunity to play the part of members of the social classes in Latin American society, experience how these people function within

their social and economic context, and to become involved emotionally and intellectually with that type of society in the ongoing effort to survive and flourish. Since there were only two students enrolled in this practicum, the writer asked a colleague who teaches social studies if a class of social studies students could join in the simulation. Permission was granted, and using lesson plans from Reichenbach and Reichenbach (1991), the writer prepared all materials, assigned students roles and conducted the simulation. After the end of the three "days" of simulation (each lasting approximately 12 minutes), each student's social status was measured and discussions about the activity ensued.

The seventh week of the implementation was spent examining population growth statistics and formulating explanations on why international cooperation is needed to protect the environment. Several of Lewinski's (1991) resources on teaching peace and security issues were used by the writer as activities for this topic. Students continued to share their findings and formulations with foreign counterparts electronically. IT was also during this week that the writer's students asked for more computer time to participate in several electronic projects that other students had sent across the electronic bulletin boards asking for participants. The writer agreed to permit the students to participate because eventually, the writer's students would be devising their own projects and making calls for participation electronically.

During the eighth week of instruction, the students focused on energy and the earth. The objectives were for students to identify their positions concerning acquiring energy resources and to state alternative means of providing the earth with energy. The students chose an energy resource to study and gathered information on that particular resource, its availability, its risks, its projected

extinction, and the extent of the U.S. government's involvement. The students then compared their findings.

The next four weeks were dedicated to the unit on international business. First, the students wrote letters to Coopers-Lybrand, a leading national accounting firm in the development of international business (Steel & Jones, 1991). The students asked the company to send them the International Marketing Starter Kit. Within a week, the kits arrived. In the meantime, the students went to the library and reviewed the Chamber of Commerce Directory of Manufacturers. From this directory, students selected approximately 20 companies that were not operating internationally, but only nationally. For several days, students telephoned the companies and simply asked if the company sold its products to any foreign countries. If the response was no, the students asked "Why not"? Based on the response, companies were ranked in the order of likelihood to export. The writer then contacted the two companies deemed most feasible to export and asked a member of management if they would not mind answering a few questions concerning internationalizing. Eventually two willing companies were used to complete the Cooper's-Lybrand International Quotient formula. Using the information gleaned from the two companies that had cooperated in the questionnaire, a study was conducted by each student on the marketing feasibility of that particular product in a selected country. Students then projected the strategies involved in accommodating for cultural differences, import and export laws, and transportation choices in getting to market.

The final classes of this unit were used to show a video on cultural differences called "Raffa, Raffa". The video depicts a strange culture with bizarre social structures, habits and rules. After viewing the video, the students were asked to write a short essay on their reactions to the culture. After having previously

considered how important it was to accommodate for cultural differences in marketing a product, it was the writer's hopes that students would react to the "Alpha Culture" in descriptive terms, as opposed to evaluative terms.

The last weeks of the practicum implementation involved preparing and executing a mock United Nations debate. Students were asked to prepare a position paper on a topic of global concern that had been covered in class. The students were then assigned the task of gathering support for that position. Since a debate would have been difficult with only two students in the course, the students and the writer decided to conduct the debate electronically over the Internet. Neither student felt uncomfortable about "debating" over the Internet. As a follow up exercise, students then composed a final questionnaire on global concerns and issued a call for participation over the Internet. The results were summarized and discussed during the last week of class.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Summary of the Problem

The problem addressed in this practicum was that the high school students in the preparatory school were proceeding through high school years unprepared in global or international issues. As a group of advantaged youth who are likely to become community and even national leaders, these students needed a broad base of information upon which to develop in the areas of global issues, cultural tolerance and media consumption. The solution strategy chosen by the writer was to teach a global studies mini-course which focused on critical global issues that were the issues least addressed in the school curriculum. A major component of the solution strategy was the integration of telecommunications into the course. Students would be capable of communicating with other students across the world electronically in an effort to make the studies of issues more meaningful.

Results

The first expected outcome of this practicum was that all students involved in the implementation would be able to differentiate between national (U.S.) concerns and global concerns. All students were expected to obtain a score of 90% on the quiz requiring students to differentiate between national and international or global concerns (see Appendix C). The writer administered the quiz to the two students enrolled in the course during the sixth week of the implementation. As expected, both students scored 90% or above on the quiz.

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The second expected outcome was that all students would be able to list and prioritize in their opinion the three top global concerns. It was expected that all students would be able to support their opinions of global issue priorities with facts, data, and resources. The students involved in the practicum were expected to complete eight of 10 items on a checklist evaluating the final United Nations Assembly debates (see Appendix D). Although the United Nations debates took place electronically, the initial checklist was used. As expected, both students achieved at least eight of the 10 items on the checklist (see Table 3).

Checklist Item	Student A	Student B
Solid background knowledge on issues	X	X
Position paper specified problems facing nation	X	X
Position paper included evaluation of alternative policies and recommendations	X	X
Accurate, current and country specific material not just generic information	X	X
Degrees of persuasion demonstrated	X	X
Delegates arrived at acceptable resolutions for all	X	X
Negotiation strategies utilized	X	X
Goals were achieved	X	X
Student acted in authentic manner	X	X
Debate accurately reflected the real world	X	X

Table 3 - Summary of Checklist for Student Evaluation of Mock UN Debate

The third expected outcome of this practicum was that students would feel more prepared to function as adults in tomorrow's world. It was expected that eight of the 10 anticipated students enrolled in the mini-course would demonstrate feeling more prepared in the area of world issues and future concerns. The students' attitudes and feelings toward world issues were measured by a questionnaire that asked students to rate statements relating to knowledge and skills they had gained as a result of the mini-course. Both students enrolled in the mini-course completed the questionnaire, and results indicate that there is an increase in global awareness for the two

students, and both students said their research/media consumption abilities had increased as a result of this mini-course (see Table 4).

Student	Strong research	Comfort abroad	Conflict strategies	More aware	Most valuable thing learned
max points	25	15	10	15	
A	24	12	8	12	communication via computers
B	22	13	7	12	the Internet

Table 4 - Final Student Questionnaire Results

The fourth and final expected outcome was a demonstration of positive attitudes toward other cultures and other ways of life. Eight of the 10 students expected to enroll in the mini-course were expected to react to a simulated culture in descriptive terms rather than evaluative ones. A video of an alien culture was shown and students were asked to react to it in writing. Both students involved in the practicum used more evaluative terms than descriptive terms in their essays. Therefore, three of the four anticipated outcomes were achieved.

Discussion

While the writer would have preferred to have more subjects involved in the implementation, the small number of students permitted several pleasant results. With only two students, the writer was capable of integrating specific interests that the students brought to the classroom into the tasks at hand. Both students showed enthusiasm for telecommunications and often requested extra time on-line for further exploration. It is well documented that the use of computers in instruction is a motivating factor in education (Doornekamp, 1993). For this reason, much more discussion and research occurred electronically than was originally anticipated.

One of the students was studying Costa Rica in Spanish class, found a student contact in that country, and concentrated on several environmental issues and social issues from that country as a part of the requirement on the UN checklist to gather accurate, current and country specific material, not just generic information on scenario issues.

Conducting the United Nations debate over the Internet posed a new and innovative way to do things for the students, and they prepared accordingly. The writer wonders if the students would have been so motivated if the debate had occurred in the traditional form of live discussions with delegates. The students became passionately involved in issues that were of importance to them and were able to convert that energy into persuasion over the Internet. The writer submits that the motivating factor was mainly the use of the powerful tools made possible with technology.

As a result of being able to spend much more time with the two individuals instead of an entire class of students, the writer was able to expose the two students to distance library services for research. With such time saving tools at hand, the students were able to gather accurate information in a timely manner and prepare solid positions on world issues. No wonder the students felt they had acquired strong research tools as a result of the mini-course!

The only expected outcome that was not met was the one that anticipated descriptive terms and not evaluative terms when the students reacted to a videotape of an alien culture. The writer suspects that given the age of the youths, and the fact that the two students frequently engaged in immature banter, the videotape was interpreted as silly, humorous, and not at all serious. The culture involved strange customs like the members playing a game that seemed to make no sense, shouting words that had no meaning, and permitting some members of the society special privilege for no apparent reason.

The youths could not get past the strangeness of it all. The discrepancy does not imply that the students are incapable of describing instead of evaluating. The students frequently demonstrated tolerance for others during the course of the implementation. One answer to the discrepancy could be that because both students were male, their reactions tend to be more critical and narrow (Bell & Healey, 1992). A sample of only two students also make it very difficult to draw conclusions.

The only unanticipated outcome in this implementation was the degree to which the students were motivated by telecommunications. Motivation through computer technology is a confirmation of the need for time, money and training that is currently being expended in the area of technology and the application of technology to instruction (Doornkamp, 1993). Students are hungry for the ability to reach faraway lands with the touch of a computer key. There is much to be done to ready students for the 21st century. The worksite is a private school with privileges beyond the majority of schools, and even privileged students have not experienced the capabilities of telecommunications over the Internet. The writer submits that the novelty of telecommunications over the Internet was the driving factor behind the students' increase in global awareness and research capabilities.

Recommendations

The first recommendation by the writer is for the instructor of a global studies mini-course to design the course around global topics least covered in the regular curriculum. Examining existing instruction in global issues determines the areas that are ignored and that need to be addressed. The second recommendation is to utilize telecommunications as a tool in the classroom. Adjustments must be made for a computer-based format, but it is strongly recommended due to the motivational factor and meaningfulness of

interpersonal communications. The third recommendation is for the class size to remain small. Much individual attention is necessary when embarking on new technologies, and the frustration of not having adequate support could impede progress in this area. The final recommendation is to establish a network within the school to augment and build upon any global studies going on in other disciplines (like foreign language, literature, etc.).

Dissemination

This practicum has already been disseminated by the writer to a group of administrators and faculty members from the county school district in which the writer is employed. A workshop on "sharing technologies" was conducted during the last weeks of the practicum implementation, and the writer presented a 20-minute session on instructional uses of technology. Evaluations by attendees of the presentation indicate that knowledge in this area was highly desirable. Efforts are being made by the writer to continue these sharing workshops with the public schools.

In addition, many listserv subscribers have left electronic messages in the writer's mail account asking for lesson plans, questionnaire formats and other informational tools for using the Internet in classroom discussions. The writer has diligently responded to all requests and keeps records of disseminated information for future duplication. The writer has also submitted two formal proposals for presentation to disseminate information at state and national conferences and is awaiting replies of acceptance.

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APPENDIX A

INITIAL STUDENT QUESTIONNAIRE

Appendix A

INITIAL STUDENT QUESTIONNAIRE

1. In your opinion, what are the three most important world issues or concerns? Please number each in order of importance (#1, #2, #3).

2. Do you think that you have been instructed in international matters in your 12 year school career? Yes ____ No _____

3. Do you feel you are adequately prepared to function and compete in the world today considering world economics, national interdependency and global free trade? Yes ____ No ____

4. Do you believe you are tolerant of other people and other cultures? Very tolerant ___
Somewhat tolerant _____ Not very tolerant _____

5. Do you believe it is important to learn about other people in other countries in order to preserve peace, maintain world order and survive economically? Yes ___ No ___

6. What do the initials NAFTA stand for?

7. What do the initials GATT stand for?

8. Do you read the newspaper? Yes ___ No ___ Which newspaper?

9. Do you listen to the evening news? Yes ___ Sometimes ___ No ___
Which news channels?

10. Where were the 1994 Winter Olympics held?

11. Where are the 1996 Summer Olympics going to be held?

12. Do you think about nuclear disaster? ___ often
____occasionally ____never

13. How long do you think the earth's oil resources will last if humans continue to utilize oil as they do now? ____ 20 years
____ 50 years _____ 100 years

_____ 150 years _____ more than 150 years

14. What is ISO 9000?

15. What is the population of the world?

APPENDIX B

INITIAL TEACHER QUESTIONNAIRE

Appendix B

INITIAL TEACHER QUESTIONNAIRE

1. Please check all of the following items that are included in the curriculum that apply for the classes you presently teach:

_____Cross cultural communications

_____ Food and world hunger

_____ Nuclear disasters

_____ United Nations/UNESCO, other UN agencies

_____ World trade theories

_____ Terrorism/conflict/violenc

_____ World health

_____ Environmental protection

_____ Social inequality

_____ Prejudice and discrimination

_____ International marketing

_____ Imports and exports

_____ Energy

_____ Human rights

_____ Racism

_____ World economics

_____ Women's rights

_____ Future studies

Global education has been defined as "teaching students to consider viewpoints of people whose cultures or orientations are different from their own and to prepare students to compete in a global economy. It instills knowledge of global dynamics through awareness of human choices."

2. As I understand global/international education, it is (check all that you think apply):

_____ An important idea

_____ A dangerous idea

_____ Something our school does somewhat

_____ Something our school does not at all

_____ Something schools should do a little more about

_____ An unnecessary idea

_____ An overdue idea

_____ Something our school does well

_____ Something schools should do more about

_____ Something schools need not do any more about

3. Please check all the types of resources used in your classes:

_____ Sister city program
_____ Local community persons
_____ Newspaper/periodical
_____ Foreign students
_____ Telecommunications
_____ Educational television
_____ College or university faculty
_____ CD-ROM library materials
_____ World affairs councils
_____ Other (please specify)

4. Please check the following subjects that are offered in your school:

_____ World cultures
_____ World geography
_____ World history
_____ African studies
_____ Asian/Pacific studies
_____ Latin American studies
_____ Soviet/East European Studies
_____ Western European studies
_____ International relations
_____ Current events

APPENDIX C

STUDENT QUIZ ON ISSUES

Appendix C
QUIZ
THE DIFFERENCE BETWEEN GLOBAL ISSUES
AND U.S. DOMESTIC ISSUES
Please designate the following topics as either "global issues" or "U.S. domestic issues".

1. A.I.D.S -
2. plane crashes -
3. women's rights -
4. peace -
5. overpopulation -
6. crime -
7. homelessness -
8. child abuse -
9. cancer -
10. violence among kids -
11. hunger -
12. balancing the budget -
13. murders -
14. politics -
15. Haiti
16. Cuba -
17. Japan -
18. green peace
19. the national economy -
20. poverty -
21. government -
22. Rwanda -
23. tolerance of others-
25. the space program -
26. decline of education -
27. Middle East peace -
28. good weather -
29. prejudice -
30. poorly paid teachers -
31. Bosnia -
32. the Caribbean -
33. former USSR -
34. aliens -
35. Yugoslavia -
36. wealth -
37. drugs -
38. South Africa -
39. oil -
40. nuclear weapons -
41. health care -
42. national debt -
43. illegal immigration -
44. fashion -
45. racism -
46. rain forests -
47. ignorance -

APPENDIX D

CHECKLIST FOR INTERNET DEBATE

Appendix D

CHECKLIST FOR STUDENT EVALUATION
OF MOCK UNITED NATIONS DEBATES

1. / / The student/delegate demonstrated a solid background knowledge on the issues presented.

2. / / The student/delegate's position paper specified the problems facing the nation.

3. / / The student/delegate's position paper included an evaluation of alternative policies and recommendations.

4. / / The student/delegate demonstrates accurate, current and country specific material, not just generic information on scenario issues.

5. / / The student/delegate demonstrated degrees of persuasion in the debates.

6. / / The students/delegates were able to arrive at acceptable resolutions for all.

7. / / The student utilized negotiation strategies during the debate.

8. / / The student/delegate achieved most or all of his/her goals.

9. / / The student/delegate consistently acted in an authentic manner.

10. / / The student debate accurately reflected the real world.

APPENDIX E

FINAL STUDENT QUESTIONNAIRE

Appendix E

STUDENT QUESTIONNAIRE
POST IMPLEMENTATION

Please rate the following statements:

	Strongly agree	Somewhat agree	agree	disagree	Strongly disagree
1. I have acquired strong research skills as a result of this course.	5	4	3	2	1
2. If my boss or professor were to assign me a culture or country to gather information about, I would need no help in researching the culture or country assigned.	5	4	3	2	1
3. The telecommunications I had with my foreign classmate was a positive experience.	5	4	3	2	1
4. I learned things about my foreign classmate's culture that surprised me or that I hadn't known before.	5	4	3	2	1
5. World events that could alter the lives of many people in the world should be analyzed in depth.	5	4	3	2	1
6. Newspapers and TV broadcasts do not provide indepth analyses or evaluations of world events or problems.	5	4	3	2	1
7. Reading about the history of a region involved in an issue or conflict can give much meaning to the reasons for the region's position.	5	4	3	2	1
8. There must be cooperation among nations in order to solve environmental problems.	5	4	3	2	1
9. The majority of people who go hungry today are usually the poor and powerless.	5	4	3	2	1
10. I would feel comfortable being assigned to a company's foreign office.	5	4	3	2	1
11. I would feel comfortable attending a school in a foreign country.	5	4	3	2	1
12. I feel more aware of global issues now than before I started this course.	5	4	3	2	1

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The most valuable thing I learned in this course is

_____

_____

The best way for people in a multicultural world to handle their differences is to

_____

_____

_____

Did your experiences in this course cause you to change the way you think or feel about any international issues? If so, how did you change and about which issues?

_____

_____

_____

APPENDIX F

COMPUTER ETHICS AND SECURITY AGREEMENT

NOVA SOUTHEASTERN UNIVERSITY

ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures and responsibilities. Access to your computer account is a privilege. You ar expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated.

Your computer account is to be used only by you. *Do not* share your account with other individuals. The password to your account must be kept secure.

Your must change your password at least every six (6) months. If you neglect to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the ***passwd command***. Always choose a password that is difficult to "guess". Your password should conform to the following rules:

- It must be eight (8) characters in length.
- It must contain at least three special characters, such as a numeric digit.
- It must not be any word that may be found in a dictionary.

Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are 728arves, jboad007, or beat1001.

Nova's computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account.

It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.

If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account.

If you forget your password or have trouble accessing your account, please contact the person designated by your academic program to administer online accounts. This person can facilitate any changes needed to get you working again.

Nova Southeaster University also has a written set of ethics that online users must follow. Please refer to the reverse side.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

_____ (Print Name)

_____ (Date: MON/DAY/YR)

_____ (Signature)

_____ (Academic Program)